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ABSTRACT

Instead of the usual essay manuscript this paper presents a group of questions which librarians must answer in order to decide what role they will play in either the growth or development of the college library collection. Among the questions posed are: (1) What type of institution is the American college today? (2) Who determines its objectives? (3) Who should participate in the book selection process? (4) What role should the faculty assume in collection development for the college library? (5) In what ways may the development of the college library collection be affected by the up-swing in reprint and facsimile publishing? and (6) What should a book selection policy for developing a college library collection contain? For background reading, a few titles are suggested as basic for establishing an understanding of the American college today and what might be expected of its library collection. (MH)

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**COLLECTION BUILDING
IN AMERICAN COLLEGE LIBRARIES**

by

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COLLECTION BUILDING IN AMERICAN COLLEGE LIBRARIES

a paper to be presented at the

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in Academic Libraries

University of California, San Diego

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When asked to provide you with a working paper for your study and consideration, I decided not to present an essay manuscript but a group of questions which might direct your thinking toward the discussion we will engage in during the institute. This seems especially appropriate within a group in which so few represent a college library by even the broadest interpretation or definition. Since the factors involved in collection building differ little between the college and university except in degree of quantity, depth of quality, and complexity of bibliographic control, there will be an absence of uniqueness to the problems we will consider. It is in our search for effective solutions that we must direct our thinking to those which will be applicable to the college and its library needs.

For background reading I am suggesting a few titles as basic for establishing an understanding of the American college today and what might be expected of its library collection. I have omitted the obvious titles in book selection and acquisitions work which would be well read by each of you and have selected recent titles addressed to the college. In addition, let me recommend a survey review of the journal literature published within the last five years.

W. J. Birrell has said, "Libraries are not made; they grow." If this is a fact historically, is it so in the sixties? As we approach the final quarter of the twentieth century, librarians - - and especially librarians charged with the special responsibility of collection development - - must decide what role they will play in either the growth or development of the college library collection. In making this decision one must determine:

What type of institution is the American college today?

What is its role in society?

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Who determines its objectives?

What are its objectives?

Can some objectives be identified as uniform to all colleges? or to all colleges of a given type?

In what ways do the requirements of the local college dictate individualistic or differing objectives? How can these be identified?

How are boundaries established for building the college library collection?

Is there a basic list which should be held in any college library collection?

With limited budgets, what is the relationship of the basic list to the functional collection based on the curricular offerings?

Should the college library collection become not only a repository for printed materials but one for multi-media also?

Is there a case for the library vs the learning resources center in developing a college library collection?

If the boundaries established for developing the library collection include research materials and special collections, is there a ratio or formula which can be used in determining the proportion of each?

Can a systems approach to the selection of subject literatures be utilized in developing the college library collection?

How big is adequate? or can quantitative criteria be applied to test the adequacy of the college library collection?

Who should be competent to evaluate the quality and adequacy of the college library collection?

Who should participate in the book selection process?

What is the role of the director of the college library when there is an acquisitions librarian? the role of the acquisitions librarian in collection development?

What role should the faculty assume in collection development for the college library?

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What are the ways in which expertise in subject scholarship may be made available for developing the college library collection?

How should the reviewing of various media be used in developing the college library collection?

To what extent are commercial services, e.g. blanket order plans, on-approval shipments, collections purchasing, and packaged libraries, replacing within the library selection in developing the college collection?

Can the leasing of collections become workable as an economical means for developing the college library collection for a mobile faculty?

What effect should gifts and exchanges have on developing the college library collection?

In what ways may the development of the college library collection be affected by the up-swing in reprint and facsimile publishing?

To what extent can the college library book collection be developed by the antiquarian or OP book dealer?

Should the movement toward networks of knowledge and greater inter-library cooperation have any effect on the development of the college library book collection? If the college library collection is developed to reflect current social issues, how may guidelines be established which will distinguish between selection and censorship?

What should a book selection policy for developing a college library collection contain? Can a workable model be developed during the institute?

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